

Yulee Middle School



2016-17 Schoolwide Improvement Plan

Yulee Middle School

85439 MINER RD, Yulee, FL 32097

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Nassau County School Board on 11/10/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Yulee Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

b. Provide the school's vision statement.

At Yulee Middle School, our vision is to promote, support, and afford students with the opportunity to become productive members of society and life-long learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Develop and implement a Positive Behavior Support system across the school wide setting in order to curb and minimize behavioral issues.

Developed and implemented a positive behavior incentive system titled PBIS in order to encourage students to be responsible, respectful, and safe.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Ensure teachers are trained in classroom management strategies.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems which includes PBIS are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning Indicators

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in school or out of school
- c. Course failure in English Language Arts or mathematics
- d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	71	116	130	0	0	0	0	317	
One or more suspensions	0	0	0	0	0	0	71	113	122	0	0	0	0	306	
Course failure in ELA or Math	0	0	0	0	0	0	6	21	24	0	0	0	0	51	
Level 1 on statewide assessment	0	0	0	0	0	0	27	27	28	0	0	0	0	82	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	21	39	31	0	0	0	0	91	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

1. Provision of a 90 minute block of reading instruction to all students scoring level 1 on the FCAT Reading Assessment.
2. All students scoring level 1 on the FCAT mathematics assessment receive remediation in their areas of deficiency during their mathematics course.
3. Students who accumulate five absences in a month or 10 absences during a 90 day period will be referred to the Child Study Team who will develop, implement, and monitor interventions designed to improve the student's school attendance.
4. Teachers and administrators use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include: monitoring student behavior through short-term progress reports and other strategies, conferences and contracts between administrators, parents/guardians, teachers, and students, referrals to Child Study Team, Positive Behavior Support system, or Student Services (i.e. group or individual counseling with a guidance counselor, psychological evaluation, and direction to appropriate agencies for specific problems).

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.

B. Responsible parenting is promoted and supported.

C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House
- School Edline web page and social media such as Facebook
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, School Reach, and face-to face meetings
- College and Career Fairs
- School Matters Publication

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Cooper, Amanda	Principal
Marcum, Adam	Assistant Principal
Franzese, Michael	Teacher, K-12
Cantu, Jennifer	School Counselor
Ritsma, Candace	Administrative Support
Catto, Sandy	Instructional Coach
Davidson, Heather	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amanda Cooper	Principal
Michael Franzese	Teacher
Candace Ritsma	Education Support Employee
Cantu, Jennifer	Education Support Employee
Crosby, Debra	Teacher
Catto, Sandy	Education Support Employee
Lisa Emerson	Parent
Karen Miller	Education Support Employee
Tracy Osborne	Business/Community
Adam Marcum	Principal
Kelly Fletcher	Education Support Employee
Donnice Coleman	Parent
Andy Shepard	Teacher
Isabella Sturges	Student
Logan Faucher	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC members reviewed and discussed the 2015-2016 school improvement plan during a scheduled monthly meeting. The plan was voted on for approval and received a unanimous approval to ensure completion and immediate implementation.

b. Development of this school improvement plan

The SAC members will discuss and provide suggestions for appropriate goals to be implemented in the 2016-2017 school improvement plan.

c. Preparation of the school's annual budget and plan

N/A

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cooper, Amanda	Principal
Marcum, Adam	Assistant Principal
Franzese, Michael	Teacher, K-12
Catto, Sandy	Instructional Coach
Cantu, Jennifer	School Counselor
Davidson, Heather	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will support instructional strategies to improve reading comprehension and the State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Provision of mentoring, training and coaching for:

a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and

b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom

strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Florida State Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONALE FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or

other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Our after school enrichment program titled "Dream Team" is a student enrichment by academic support and character modeling with its overall goal to be increased student performance in core level classes.

Strategy Rationale

To help struggling students in core level classes with academic support by certified teachers and approved volunteer mentors.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cooper, Amanda, amanda.cooper@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed by the Communities In School representatives and then reported to Yulee Middle School guidance counselors and administration for approval.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary


- G1.** Improve school climate and culture by utilizing the PBIS program for academic and behavior support.
- G2.** To close the achievement gap by preparing all students for college and career readiness.
- G3.** Increase the percentage of students at or above level 3,4, or 5 on the ELA Florida Standards Assessment (FSA).
- G4.** Increase the percentage of students scoring at or above level 3 on the Math Florida Standards Assessment (FSA) and at or above the proficiency level on the Algebra I EOC.
- G5.** Increase the percentage of students scoring at or above grade level 3 on the FCAT Science Assessment.
- G6.** Increase the percentage of students scoring at level 3, 4, or 5 or above on the Civics EOC Exam.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve school climate and culture by utilizing the PBIS program for academic and behavior support.

1a

 G087413

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0

Targeted Barriers to Achieving the Goal 3

- Student lack of understanding of the correlation between behavior and student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance, Administration, Positive Behavior Incentive Program, PBIS Team, Student Tracking Forms, FOCUS, Dart 3.0

Plan to Monitor Progress Toward G1. 8

Review monthly student discipline data in the FOCUS system and in DART 3.0 to make sure that less than 5% of the total student population has 2 or more referrals.

Person Responsible

Amanda Cooper

Schedule

On 5/26/2017

Evidence of Completion

Student discipline data from FOCUS and DART 3.0

G2. To close the achievement gap by preparing all students for college and career readiness. 1a

G087414

Targets Supported 1b

Indicator	Annual Target
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High School Readiness

Targeted Barriers to Achieving the Goal 3

- Students may lack knowledge of necessary skills needed to be career and college ready.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Avid, professional development, and resource materials, My Career Shines curriculum.

Plan to Monitor Progress Toward G2. 8

lesson plans, meeting minutes

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

classroom activities

G3. Increase the percentage of students at or above level 3,4, or 5 on the ELA Florida Standards Assessment (FSA). 1a

G087415

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA ELA Achievement	57.0
ELA/Reading Lowest 25% Gains	53.0
FSAA ELA Achievement	51.0

Targeted Barriers to Achieving the Goal 3

- Students may lack experience with text-based writing prompts.
- Students may lack experience with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text)

Resources Available to Help Reduce or Eliminate the Barriers 2

- READ 180, Achieve 3000, System 44, FAIR, FSA online assessment portal, HMH curriculum, CPALMS, Florida's writing rubrics, student writing exemplars.

Plan to Monitor Progress Toward G3. 8

progress monitoring data, student work samples, lesson plans, classroom observations

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

progress monitoring data, student work samples, lesson plans, classroom observations

G4. Increase the percentage of students scoring at or above level 3 on the Math Florida Standards Assessment (FSA) and at or above the proficiency level on the Algebra I EOC. 1a

G087416

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	64.0
Algebra I EOC Pass Rate	99.0

Targeted Barriers to Achieving the Goal 3

- Students may fail to see the connection between classroom activities and real-world applications.
- Students may lack experience with the Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

Resources Available to Help Reduce or Eliminate the Barriers 2

- <http://www.illustrativemathematics.org/>, FSA online portal, Marzano's Art and Science of Teaching Framework, Accelerated Math 2.0, IXL, Discovery Ed, Khan Academy

Plan to Monitor Progress Toward G4. 8

Review Assessment Data, Classroom lesson plans, student work samples, classroom observations

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment Data, Classroom lesson plans, student work samples, classroom observations

G5. Increase the percentage of students scoring at or above grade level 3 on the FCAT Science Assessment. 1a

 G087417

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Targeted Barriers to Achieving the Goal 3

- Students may have difficulty understanding the scientific concepts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano's Art and Science of Teacher Framework, IQWST, Science Labs, District CRT, CPALMS, Discovery Education

Plan to Monitor Progress Toward G5. 8

Lesson plans, Assessment data, classroom observations, student work samples

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

G6. Increase the percentage of students scoring at level 3, 4, or 5 or above on the Civics EOC Exam. 1a

G087418

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Time to cover important concepts-pacing of curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS, Curriculum maps, Discovery Education

Plan to Monitor Progress Toward G6. 8

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. To close the achievement gap by preparing all students for college and career readiness. **1**

 G087414

G2.B1 Students may lack knowledge of necessary skills needed to be career and college ready. **2**

 B232361

G2.B1.S1 Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters. **4**

 S245229

Strategy Rationale

Action Step 1 **5**

Implement AVID strategies in the classroom

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

classroom observations, binder checks, documentation of goal setting

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitoring of implementation of AVID site plan

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

AVID meeting notes, classroom observation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom Observations and Lesson Plans

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

classroom activities and lesson plans

G2.B1.S2 The school will provide teachers and staff with professional development to prepare them to integrate college readiness strategies into their instruction and to help them create, a strong college going culture within the school 4

S245230

Strategy Rationale

Action Step 1 5

Teachers will implement college readiness strategies in the classroom

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

classroom walkthroughs

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

classroom culture and activities

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

classroom observations and lesson plan development

Person Responsible

Jeremy Boatright


Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

lesson plans and activities

G3. Increase the percentage of students at or above level 3,4, or 5 on the ELA Florida Standards Assessment (FSA). 1

 G087415

G3.B1 Students may lack experience with text-based writing prompts. 2

 B232362

G3.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics. 4

 S245232

Strategy Rationale

Action Step 1 5

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

student work samples, formative and summative assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review classroom activities, lesson plans, classroom observations

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

lesson plans, student work samples, formative and summative assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review classroom activities, lesson plans, classroom observations

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

weekly lesson plans, student work samples, assessments

G3.B1.S2 Improve the quality of text-based writing for the ELA Writing Component. 4

 S245233

Strategy Rationale

Action Step 1 5

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Person Responsible

Amanda Cooper

Schedule

On 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Review classroom activities, lesson plans, and classroom observations.

Person Responsible

Amanda Cooper

Schedule

On 5/26/2017

Evidence of Completion

Lesson plans, student work samples, formative and summative assessment.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review classroom activities, lesson plans, classroom observations.

Person Responsible

Jeremy Boatright

Schedule

On 5/26/2016

Evidence of Completion

Weekly lesson plans, students work samples, and assessment.

G3.B2 Students may lack experience with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text) **2**

 B232363

G3.B2.S1 Student will practice using the online FSA practice. **4**

 S245234

Strategy Rationale

Action Step 1 **5**

Teachers will give students practice using the FSA question types

Person Responsible

Amanda Cooper

Schedule

On 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

classroom observations, lesson plans

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/6/2015 to 5/26/2016

Evidence of Completion

observation, classroom observations.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

assessments

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

assessments

G4. Increase the percentage of students scoring at or above level 3 on the Math Florida Standards Assessment (FSA) and at or above the proficiency level on the Algebra I EOC. 1

 G087416

G4.B1 Students may fail to see the connection between classroom activities and real-word applications. 2

 B232364

G4.B1.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection. 4

 S245235

Strategy Rationale

Action Step 1 5

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Assessment Data, Classroom lesson plans, Classroom walk-throughs

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples, observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Assessment Data, Classroom lesson plans, classroom observations, student work samples

Person Responsible

Amanda Cooper

Schedule


Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment Data, Classroom lesson plans, classroom observations, student work samples

G5. Increase the percentage of students scoring at or above grade level 3 on the FCAT Science Assessment.

1

 G087417

G5.B1 Students may have difficulty understanding the scientific concepts. 2

 B232366

G5.B1.S1 Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective science instruction. 4

 S245237

Strategy Rationale

Action Step 1 5

Lesson plans, Assessment data, classroom observations

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs, assessment data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson plans, Assessment data, classroom observations, Science projects

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson plans, Assessment data, classroom observations

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

G6. Increase the percentage of students scoring at level 3, 4, or 5 or above on the Civics EOC Exam. 1

 G087418

G6.B1 Time to cover important concepts-pacing of curriculum. 2

 B232367

G6.B1.S1 Teachers will continue to work on curriculum and pacing guides. 4

 S245238

Strategy Rationale

Action Step 1 5

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

Amanda Cooper

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, projects, assessment data, curriculum maps

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

Jeremy Boatright

Schedule

Daily, from 8/3/2015 to 5/26/2016









Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M330385	Classroom Observations and Lesson Plans	Cooper, Amanda	8/3/2015	classroom activities and lesson plans	5/26/2016 daily
G2.B1.S1.MA1 M330386	Monitoring of implementation of AVID site plan	Boatright, Jeremy	8/3/2015	AVID meeting notes, classroom observation data	5/26/2016 daily
G3.B1.S1.MA1 M330390	Review classroom activities, lesson plans, classroom observations	Boatright, Jeremy	8/3/2015	weekly lesson plans, student work samples, assessments	5/26/2016 daily
G3.B1.S1.MA1 M330391	Review classroom activities, lesson plans, classroom observations	Boatright, Jeremy	8/3/2015	lesson plans, student work samples, formative and summative assessments.	5/26/2016 daily
G3.B2.S1.MA1 M330394	assessments	Boatright, Jeremy	8/3/2015	assessments	5/26/2016 daily
G3.B2.S1.MA1 M330395	classroom observations, lesson plans	Boatright, Jeremy	8/6/2015	observation, classroom observations.	5/26/2016 daily
G4.B1.S1.MA1 M330398	Assessment Data, Classroom lesson plans, Classroom walk-throughs	Boatright, Jeremy	8/3/2015	Assessment data, Lesson plans, deliberate practice, student work samples, observations	5/26/2016 daily
G5.B1.S1.MA1 M330400	Lesson plans, Assessment data, classroom observations	Boatright, Jeremy	8/3/2015	Lesson plans, Science Projects, Classroom Walkthroughs	5/26/2016 daily
G5.B1.S1.MA1 M330401	Lesson plans, Assessment data, classroom observations, Science projects	Boatright, Jeremy	8/3/2015	Lesson plans, Science Projects, Classroom Walkthroughs	5/26/2016 daily
G6.B1.S1.MA1 M330403	Lesson plans, classroom observations, assessment data, curriculum maps	Boatright, Jeremy	8/3/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G6.B1.S1.MA1 M330404	Lesson plans, classroom observations, assessment data, curriculum maps	Boatright, Jeremy	8/3/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G2.B1.S2.MA1 M330387	classroom observations and lesson plan development	Boatright, Jeremy	8/3/2015	lesson plans and activities	5/26/2016 daily
G2.B1.S2.MA1 M330388	classroom walkthroughs	Boatright, Jeremy	8/3/2015	classroom culture and activities	5/26/2016 daily
G3.B1.S2.MA1 M330392	Review classroom activities, lesson plans, classroom observations.	Boatright, Jeremy	8/3/2015	Weekly lesson plans, students work samples, and assessment.	5/26/2016 one-time
G2.MA1 M330389	lesson plans, meeting minutes	Cooper, Amanda	8/10/2016	classroom activities	5/26/2017 daily
G3.MA1 M330396	progress monitoring data, student work samples, lesson plans, classroom observations	Cooper, Amanda	8/10/2016	progress monitoring data, student work samples, lesson plans, classroom observations	5/26/2017 daily
G4.MA1 M330399	Review Assessment Data, Classroom lesson plans, student work samples, classroom observations	Cooper, Amanda	8/10/2016	Assessment Data, Classroom lesson plans, student work samples, classroom observations	5/26/2017 daily
G5.MA1 M330402	Lesson plans, Assessment data, classroom observations, student work samples	Cooper, Amanda	8/10/2016	Lesson plans, Science Projects, Classroom Walkthroughs	5/26/2017 daily
G6.MA1 M330405	Lesson plans, classroom observations, assessment data, curriculum maps	Cooper, Amanda	8/10/2016	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2017 daily
G2.B1.S1.A1 A317448	Implement AVID strategies in the classroom	Cooper, Amanda	8/10/2016	classroom observations, binder checks, documentation of goal setting	5/26/2017 daily
G3.B1.S1.A1 A317451	All teachers will collaborate to expand the writing curriculum to include text-based writing.	Cooper, Amanda	8/10/2016	student work samples, formative and summative assessments.	5/26/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1  A317453	Teachers will give students practice using the FSA question types	Cooper, Amanda	8/10/2016		5/26/2017 one-time
G4.B1.S1.MA1  M330397	Assessment Data, Classroom lesson plans, classroom observations, student work samples	Cooper, Amanda	8/10/2016	Assessment Data, Classroom lesson plans, classroom observations, student work samples	5/26/2017 daily
G4.B1.S1.A1  A317454	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	Cooper, Amanda	8/10/2016	Assessment data, Lesson plans, deliberate practice, student work samples	5/26/2017 daily
G5.B1.S1.A1  A317455	Lesson plans, Assessment data, classroom observations	Cooper, Amanda	8/10/2016	Lesson plans, Science Projects, Classroom Walkthroughs, assessment data	5/26/2017 daily
G6.B1.S1.A1  A317456	Lesson plans, classroom observations, assessment data, curriculum maps	Cooper, Amanda	8/10/2016	Lesson plans, projects, assessment data, curriculum maps	5/26/2017 daily
G2.B1.S2.A1  A317449	Teachers will implement college readiness strategies in the classroom	Cooper, Amanda	8/10/2016	classroom observations	5/26/2017 daily
G3.B1.S2.MA1  M330393	Review classroom activities, lesson plans, and classroom observations.	Cooper, Amanda	8/10/2016	Lesson plans, student work samples, formative and summative assessment.	5/26/2017 one-time
G3.B1.S2.A1  A317452	All teachers will collaborate to expand the writing curriculum to include text-based writing.	Cooper, Amanda	8/10/2016		5/26/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Increase the percentage of students at or above level 3,4, or 5 on the ELA Florida Standards Assessment (FSA).

G3.B1 Students may lack experience with text-based writing prompts.

G3.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics.

PD Opportunity 1

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Facilitator

Pam Wilkerson

Participants

All ELA teachers and co-teachers 6-8.

Schedule

Daily, from 8/10/2016 to 5/26/2017

G3.B1.S2 Improve the quality of text-based writing for the ELA Writing Component.

PD Opportunity 1

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Facilitator

Angela Wolfe/Pam Wilkerson

Participants

All ELA teachers and co-teachers 6-8

Schedule

On 5/26/2017

G3.B2 Students may lack experience with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text)

G3.B2.S1 Student will practice using the online FSA practice.

PD Opportunity 1

Teachers will give students practice using the FSA question types

Facilitator

Angela Wolfe / Pam Wilkerson

Participants

All ELA teachers and co-teachers 6-8.

Schedule

On 5/26/2017

G4. Increase the percentage of students scoring at or above level 3 on the Math Florida Standards Assessment (FSA) and at or above the proficiency level on the Algebra I EOC.

G4.B1 Students may fail to see the connection between classroom activities and real-word applications.

G4.B1.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection.

PD Opportunity 1

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Facilitator

Diane Romon

Participants

Go Math new textbook training. Understanding the New Standards and Assessments

Schedule

Daily, from 8/10/2016 to 5/26/2017

G5. Increase the percentage of students scoring at or above grade level 3 on the FCAT Science Assessment.

G5.B1 Students may have difficulty understanding the scientific concepts.

G5.B1.S1 Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective science instruction.

PD Opportunity 1

Lesson plans, Assessment data, classroom observations

Facilitator

M. Wright

Participants

Science Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

G6. Increase the percentage of students scoring at level 3, 4, or 5 or above on the Civics EOC Exam.

G6.B1 Time to cover important concepts-pacing of curriculum.

G6.B1.S1 Teachers will continue to work on curriculum and pacing guides.

PD Opportunity 1

Lesson plans, classroom observations, assessment data, curriculum maps

Facilitator

Jean Lamar

Participants

All Social Studies Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S1.A1	Implement AVID strategies in the classroom	\$0.00
2	G2.B1.S2.A1	Teachers will implement college readiness strategies in the classroom	\$0.00
3	G3.B1.S1.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	\$0.00
4	G3.B1.S2.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	\$0.00
5	G3.B2.S1.A1	Teachers will give students practice using the FSA question types	\$0.00
6	G4.B1.S1.A1	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	\$0.00
7	G5.B1.S1.A1	Lesson plans, Assessment data, classroom observations	\$0.00
8	G6.B1.S1.A1	Lesson plans, classroom observations, assessment data, curriculum maps	\$0.00
Total:			\$0.00